1.Impact case study title: Raising Participation Rates and Performance

2. Academic lead name: Professor Alessandro G. Benati

3. Research cluster: Emerging Methods and Research in Language Sciences

4. College : CAS	5. Department: English

6. Background:

This was a project in partnership with the Royal Greenwich Teaching School Alliance focused on improving the subject knowledge and teaching skills of Key Stage 3, 4 and 5 MFL subject leaders and teachers (2014-2018). The project involved ten secondary schools in Royal Greenwich and one in Lewisham. The project secured a grant for £250,000 from the London School Excellence Fund. The rationale of the project was based on the need to significantly raise the attainment of pupils taking MFL at GCSE and A level and raise participation rates. A key component of the secondary CPD courses were the inclusion of research findings into second language acquisition and their implications for teachers. This gave the course a ground breaking and unique aspect, which both challenged and stimulated teachers.

7. Outputs:

Benati,A. (2018). *Language teacher training and resource pack: MFL project*. Royal Greenwich Teaching School Alliance.
Benati, A. (2019). *Key questions in language teaching*. Cambridge: Cambridge University Press.

8. Summary of Impact:

- The project significantly raised the profile of MFL in Royal Greenwich schools (11 secondary, 12 primary and 23 outreach schools).
- Pupil attainment improved at KS 2, KS 3, KS 4 and KS 5 between baseline and final assessments, although this cannot be attributed directly to the project. 1,502 pupils were involved.
- Feedback from the pupil audit and Summer School suggests that participation levels at GCSE and A level should increase in the future, when compared with current levels of participation.
- The KS2/3 and KS4/5 Summer Schools improved both confidence and enjoyment of MFL for attendees.
- The quality of teaching in the project participants' classes improved with increased levels of teacher confidence and risk taking. 85 teachers were trained.
- The impact of pupils' learning, levels of engagement and involvement increased according to their teachers and independent classroom observation.
- The CPD model was very effective - confirmed by the external evaluation.
- The levels of collaboration across departments and schools increased significantly as a result of the project with a legacy of strong networks.
- Secondary subject leaders realised the need to raise expectations in Year 7 as a result of the cross phase visits.

9. Sources to corroborate impact:

- Baseline & impact data for pupils in both phases in two tracked classes per teacher
- Baseline and impact data on the quality of teaching against agreed evaluation criteria
- Baseline and impact classroom observation
- Baseline and impact subject leader/teacher self-audits
- Pupil self-assessment in relation to attitudes to MFL
- Course evaluation summaries and surveys
- Conference evaluations